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ABSTRACT

School districts have attempted to integrate their efforts at school improvement with concepts and techniques of organization development. Some of them have approached the problem of continuous change with the help of an internal cadre of peers who offer organization development services to their school districts. The following school districts with peer cadres are described: (1) Ashland Cadre--Southern Oregon; (2) Boulder Valley Cadre--Colorado; (3) Cadre of Organizational Development Consultants at the University of Oregon's College of Education; (4) Eugene 4J School District Cadre-Oregon; (5) Garden City Cadre--Kansas; (6) Jefferson County Cadre--Colorado; (7) Norway Organization Development Cadre--Norway; (8) Polk County Cadre--Florida; and (9) Schenley High School Teacher Center Cadre--Pittsburgh, Pennsylvania. (SI)

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Cadres of Organization Development Consultants in Schools: A Progress Report (1988)

by

Desmond J. Leatt and Richard A. Schmuck
The University of Oregon

Cadres of organizational development consultants grew out of the need to establish continuing consultation in a school district without the presence of the OD consultants who launched the consultation. Richard Schmuck conceived of the idea of forming a peer cadre that would provide ongoing consultative help to schools and districts.

Cadres typically draw their members from all ranks throughout the school district. Members of cadres do not usually consult with units in which they are regularly employed. Cadres do not impose their services, they respond to requests. Cadres have an appointed coordinator who preferably has a half time work appointment to enable the coordinator to facilitate training of cadre members, designing interventions and to act as liaison with schools and the central office. Ideally the cadre has a budget allocation that enables it to maintain, promote, and train members for consultative interventions.

Cadres of OD consultants have been in existance since 1969 when Schmuck and Runkel started their first cadre in the Keele district. The Eugene 4J cadre began its work in 1971 and is still flourishing. It took part in 35 interventions in the 1987-88 school year, showing a

remarkable record of consistent service across a wide range of activities through the years. Buffalo (New York) established a School Improvement Resource Team cadre modeled on the kind of OD cadres initiated by Schmuck and Runkel.

Cadres of OD consultants also have been formed in New South Wales (Australia), North San Mateo County, Redwood City, Cupertino and Boise. Other of the Cadres formed such as in Boulder Valley, Polk County, and Jefferson County are reported in this paper. Those cadres have been joined by the following newly formed OD cadres: Schenley Teachers Central Cadre, Ashland School District Cadre, Garden City Cadre, Kansas City School District, and a cadre of OD consultants at the University of Oregon. Richard Schmuck also has begun assisting the National Ministry of Education in Norway to set up teams of OD consultants throughout Norway.

The past twenty years has demonstrated that OD consultants drawn from all ranks in school districts can form peer cadres that do engage in valuable service for school districts, administrators, teachers, and students.

Ashland Cadre - Southern Oregon

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Getting Started

The Ashland school district initiated its organization development cadre during fall, 1987. Dale Rooklyn, now the Assistant Principal of the Ashland Middle School had earlier become interested in organizational development when he enrolled in the doctoral program in DEPM in the college of education at the University of Oregon.

Dale took courses in organizational development from Dick Schmuck and Phil Runkel and was personally instrumental in forming the Ashland cadre. With the support of an Assistant Superintendent he put together a group of about ten teachers and administrators from the Ashland school district to form the first-ever OD cadre in the Ashland school district. That group included faculty representatives from each building, elementary, middle, and high school, as well as two administrators. The newly formed cadre called in Dick Schmuck to assist it with training; he has met with the members on five occasions, and will continue to do so through the 1988-89 school year. In the fall of 1988, the Ashland cadre doubled in size.

The fledgling Ashland cadre has begun several training projects with student groups in kindergarten, elementary, middle school, high school, and Southern Oregon State college. They have also completed a survey-data-feedback design to be used to evaluate the high school's quality circle program. Dick Schmuck has begun an intervention in conjunction with the Ashland cadre. This intervention is a

training design that aims to develop team building with the Ashland school board and a collaborative mode for bargaining with the teachers' association. Members of the cadre attended the annual organizational development conference held at the University of Oregon, and participated in a panel discussion on starting up a cadre. The cadre will also become in winter 1989 with an OD intervention in an elementary school. The Ashland cadre received a $600 grant for staff development, and $500 for a research and development grant proposal, from the Ashland school district.

Boulder Valley Cadre - Colorado

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Many of the OD Projects initiated by the original cadre that was formed in 1976 have become institutionalized. Because of a lack of funding as a result of drastic budget cuts in the district, the original cadre was disbanded in 1983. Bob Watford, the liaison person for the cadre, reports that some new projects are being worked on such as a Title 4 project. Because of the limitation of funding, those new projects are being carried on by a small group of interested people. (Mary Callan and Floyd Watson)

CADRE OF OD CONSULTANTS AT THE UNIVERSITY OF OREGON COLLEGE OF EDUCATION

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Getting Started

The idea for a College of Education student cadre of OD consultants came from Dick Schmuck's Consultation in OD class in spring, 1986. Students with a high interest in the application of organizational development came together to form a cadre inside the college. Their initial intent was to apply OD within college classrooms, within the college proper, and perhaps outside the college.

In the fall of 1986 four of the core group of students were joined by four more students and Professor Phil Runkel to form the cadre. The group became affectionately known as the OD Ducks (inspired by the U of O mascot). Right away they began planning for OD demonstrations in Runkel's OD and Management class and for the College's annual Conference for Facilitators of Organizational Development.

The norms of the cadre continue to support the OD Ducks as a group where members affiliation provides social and psychological support. Norms for gaining OD knowledge and skills are strong. There are healthy secondary norms for improving other groups and organizations inside and outside the college.

Cadre Procedures

As of March, 1988 the cadre has 13 members. Five are members who started in the fall of 1987 or later. Eight were active members in the 1986-87 school year.

In the beginning, meetings were not scheduled in the catalog. Now they are and class credit is available. A graduate assistant is assigned to the cadre for coordination and support. At first the graduate assistant did most of the recording and meeting convening. Now those duties are rotated among members along with process observation and feedback.

New members are brought in by: (1) Reviewing names of potential new members at a cadre meeting, (2) Potential members who seem appropriate because of their interest in OD and their ability to keep up with cadre activities are invited to sit in meetings provided they are willing to observe confidentiality rules, (3) Those who fit and are willing to commit themselves for at least one year of membership are invited to a retreat to confirm their fit and commitment as the cadre assesses and reforms its norms and goals. Retreats are scheduled quarterly.

Interventions and Consultations

The OD Ducks have provided several consultations in classes at the College. OD demonstrations and workshops have been given at the 1987 and 1988 annual Conference for Facilitators of OD. In 1987 the Cadre delivered a major two-day networking conference for the Northwest Regional

Meeting of the Association of College Unions-International. In November, 1987 three cadre members facilitated a team-building and goal-setting session for the University student union board of directors and administrative staff. Other consultations have been done with the U O Foundation's affiliated Constituency Development Officers, health professionals in Southern Oregon, and elementary educators in Hillsboro, Oregon.

The cadre seeks to initiate a long term OD intervention preferably within the College of Education.

Eugene, Oregon 4J School District Cadre

<u>Contact People</u>:
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Judy Small

There are at present, 25 to thirty active members of the Eugene 4J cadre. Those cadre members who are not actively involved are placed "on leave" until they return to full involvement or resign from the cadre. Periodically the cadre will hold information meetings throughout the Eugene 4J district at which they will explain the functions and purposes of the cadre and invite teachers or administrators to apply for membership. At a recent information meeting, 11 new applications were received. Such applications are discussed at a regular cadre meeting where consensus is

sought before a prospective applicant is accepted into the cadre.

Training procedures for new members typically include a one-and-a-half day retreat training program. Regular members of the cadre conduct the training retreat. Activities that are included in such a retreat are:

*what an intervention is like, and what cadre members do in an intervention

*simulations of interventions and how to debrief an intervention

*trainees develop interview questions suitable for doing an assessment of readiness for an OD intervention

*how and what to feeback to staff

*team-building exercises

*interpersonal skills

In addition to training program for new members the Eugene 4J cadre organizes an annual two day retreat that all members are expected to attend. Those retreats are typically "island type" activities that are considered very important for the welfare of the cadre.

The Eugene 4J cadre meets as a full cadre on a regular monthly basis, designing interventions, training, team-building, and developing interpersonal skills are all part of the regular meetings. In the 1987-88 school year, the Eugene 4J cadre took part in 35 interventions. Marilyn Clotz, the Eugene 4J coordinator, usually set up the

interventions. She knows the cadre members' skills, interests, and preferences, and calls on members whom she feels would be best suited for the intervention to ask them to participate. If a cadre member gets a call to do an intervention from an outside person the cadre member still channels the request for an intervention through the cadre coordinator.

Most of the interventions have been in school buildings, few of them have been in high schools. The interventions typically deal with activities such as:

*team building

*assessment

*goal setting

*group agreements

*philosophy

The Eugene 4J school district cadre has been in existence for some 17 years. It has shown remarkable resilience in managing changing levels of commitment and as well as several leadership changes. Some of the reasons for the longevity of the cadre are that they have maintained desirable traditions and norms and during leadership changes all the members have been involved in determining new directions and goals.

Garden City Cadre - Unified School District 457
Garden City, Kansas

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In December, 1977, Mathew Miles conducted an on-site case study of OD activities in Garden City. The focus of the study done by Miles was on how OD techniques had facilitated the formation of a curriculum development group. All certified staff were given the opportunity to join the curriculum development group, therefore membership of the group included teachers, principals, and department heads. During the last 11 years this combined faculty and administration group has grown stronger and has become institutionalized as an integral part of staff development in the district. The original group has now formed a curriculum council that enables certified staff to become involved in the development of curriculum including the selection of materials to carry out curriculum programs.

The Unified School District 457 has had a 30.1% enrollment growth since 1977 and there are now 126 or 30.6% of the certified staff members actively involved in curriculum developments. These staff members are also receiving additional compensation for their involvement in curriculum development and for their leadership which they are providing in the school district.

With enrollments from 41 states and 6 foreign countries the district found the need to expand its English as a second language program with a consequent need for improved staff development. In 1983 the Unified School District 457 personnel formed a professional development council with

state funding being provided for staff development. Those personnel have made local and statewide staff development presentations and have facilitated staff development in the state of Kansas.

The curriculum development, English as a second language, bilingual and professional development programs have helped the district to make significant progress in student achievement. Achievement percentiles by grade have increased significantly through the year. Mathematics achievement has increased more than any other subject area.

See graph of the 4th, 5th, and 6th grade mathematics achievement test results 1972 to 1987.

The adaptations of OD techniques to facilitate the group processes involved in the Unified School Districts curriculum council and professional development programs have resulted in considerable improvement in student achievement and has led to a large percentage of faculty and administrators becoming directly involved in meaningful decision making and problem solving.

Jefferson County, Colorado Public Schools

Contact People Phone: 303-273-6600
Cherie Lyons
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Carol Delockroy
Jim Metzdorff

The Jefferson county school district initiated its cadre, known as the Process Consultation Cadre (PCC) in 1979. Members of the Boulder Valley cadre helped establish this new cadre in the Jefferson County District--a suburban district west of Denver and the largest district in Colorado.

The first 2-3 years of the PCC cadre were devoted to training. The Jefferson county schools received a state grant to train the cadre. Staff from the University of Colorado graduate school of education in conjunction with members of the Boulder Valley school district Cadre, who themselves started a model process consultation program, trained the Jefferson county cadre for two years.

At present, the active membership of the Process Consultation Cadre is a group of about 40 Jefferson County school district employees with a variety of educational and career experiences. The group includes teachers, principals, counsellors, coordinators and other administrators. There are an estimated fifty people on a waiting list to join the cadre. In order to be admitted to the cadre potential members need to complete an approximately 126 hour comprehensive training program. During 1986 PCC members revised and modified that training program to include the following four components: Personnel Appraisel 42 hours self awareness--self assessment as this relates to interpersonal styles and skills for consultation.

Personnel and Consultation Skills 45 hours of skills needed to work with groups and individuals in consultation settings.

Conflict Resolution 12 hours which focuses on understanding, diagnosing and managing conflict.

Understanding Organizational Structures 24 hours consisting of systems awareness, organizational development, organizational assessment, intervention skills.

PCC members are encouraged to act as trainees. A sub-committee of the PCC selects trainers and a schedule has been prepared to allow for two or three different components to be completed in any one school term.

On completion of the complete training program new members are admitted to the cadre at the regular quarterly meeting. A general system of mentoring has been established to help new members become part of the cadre.

The Process Consultation Cadre is divided into four service groups corresponding to the four areas of the school district central, north, south and west. The whole cadre meets quarterly in a body. They have now instituted a steering committee which is currently headed by Cherie Lyons to facilitate making important business decisions. The cadre also has a coordinator who is a member of the central office staff to facilitate communication and assignment of consultation.

The Process Consultation Cadre has four classes of membership, 1) Active available for assignment to

consultation (about 40); 2) Not available for consultation, or rarely, but come to meetings and receive memos; 3) On leave, 4) Past or retired members. At least five of the active members are original members of the Process Consultation Cadre.

The Process Consultation Cadre's purpose is to provide in-house consultation to meet the needs of schools and departments throughout the district. The consultative service is more efficient and effective than hiring outside consultants. The cadre is available on request at very limited or no cost.

Process Consultants act as catalysts, helping members of established groups work together to improve communications, leadership, decision making, problem solving and other organizational processes. Process Consultants provide an objective, confidential viewpoint to human relations problems. The facilitator and planning services offered by the cadre are no miracle core or panacea. They build on strengths already available in the organization. Process consultation cadre services vary from one to several sessions, depending on the need. Follow-up is part of the service.

The Process Consultation Cadre offers facilitation, planning and services in the following areas:

-Agenda planning

-Conducting meetings

-Communication skills training

-Process observation/feedback

-Responding to North Central Association visits

-School climate mini- audit process

-Problem solving strategies

-Conflict reduction

-Goal setting

-Understanding effective leadership

-Parent-teachers conferences

-Consultation skills

-Conducting evaluation conferences

-Understanding group development and interaction

-Decision making

-Time management

-Stress management

-School articulation

-Team articulation

-Needs assessment

-Team building

-School improvement

Some of the recent Process Consultation Cadre services which have been completed include:

*School climate mini-audits of school and area special education and related services (SERS) offices to help set goals

*School-based conflict resolution among staff members.

*Problem-solving within a high school social studies department.

*Action planning with a local school Improvement Process Council (SIPC).

*Communication training for school staffs.

*Facilitation of staff-initiated improvement processes.

The steering committee is also currently calculating the cost of their services with a view to persuading the superintendent and the school board to include the financial needs of the Process Consultation Cadre in the Jefferson County School District budget.

An indication of the value of the services offered by the Process Consultation Cadre is given by the following comments:

"PCC was instrumental in having our team build better working relations. It was really worthwhile." Elementary School Assistant Principal.

"Very beneficial in helping people to be more sensitive to the need for better communication. It helped people clarify needs and concerns that were difficult to express. Thought-provoking." Senior High Department Chairperson.

"Helped improve the communication process a great deal in our school" Junior High School Principal.

"An excellent tool to set up a process to look at concerns among staff members and to develop problem-solving strategies. PCC is also beneficial to staff in helping them identify their collective strengths." SERS Area Manager.

Norway Organization development cadre activity

Contact Person:
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The National Education ministry in Norway is looking at ways of using OD strategies in various education settings. It is aiming to use OD techniques to facilitate secondary school consolidation and mergers. The secondary schools are being made into comprehensive vocational and academic schools with a more interdisciplinary curriculum. Such change requires groups of teachers to get together to form working teams hence the need for organizational skills. There is also a separate project for elementary schools, and at least one or two university and teacher training colleges will be part of the OD network. Local officers of the National ministry of education will also be included. The OD projects are viewed as five to ten year projects. The shape of the cadres is open to regional variations, with specific details open to local choice.

Norway is divided into six regions and the long term objective is to develop a cadre for each of the six regions under an umbrella organization at the National minstry level. Those six regional cadres plan to form cadres that are representative of each level of schooling. Norway has a relatively homogeneous population of about five million people with a predominantly Lutheran and socialistic background. The homogeneity of the population, their

societal norms of cooperation and consensus, and sense of social responsibility should help with the success of the project.

A positive factor is the way in which the National Education ministry is structured with fairly tight control and relatively easy access to the six regions that will facilitate the establishment of the nationwide OD cadres. Dick Schmuck spent some time in the summer of 1987 helping to launch an initial network of consultants. He worked directly with two cadres made up of some 40 people, and with trainers from the National Education ministry office in Oslo. One of the early conclusions that the new cadre members are finding is the strong possibility of using organization development strategies in the classroom.

School Board of Polk County, Florida

Contact Person:
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Purpose

The purpose of the Polk County School Improvement Project (SIP) Cadre is to assist schools in developing their capacity for school-focused improvement.

The goal of Polk's School-Focused Program Improvement Project is to develop and implement a program organized around the following objectives.

1. To assist schools in the development of a problems-solving approach to program development.
2. To provide schools with access to validated research and development products and practices for program improvement.
3. To provide schools with training in the use of problem-solving skills.
4. To involve school personnel in collaborative school site improvement projects.
5. To involve school personnel in the development of professional development plans.

Implementation

Under the leadership of the Superintendent, the district began implementation of the School Improvement Project during the 1985-86 school year by conducting the following activities:

*Twenty-one district administrators, including Assistant Superintendents, directors, and curriculum program supervisors, were chosen to be trained as a cadre of technical consultants. The cadre initiated monthly training sessions with consultants. The members of the cadre formed teams to work with schools as an integral part of their training.

*Pilot schools were identified at the elementary, junior high/middle, and senior high level for on-site training of cadre teams as school improvement consultants.

*Development of a proposal for certification of Principals that included school-focused improvement.

*Development of procedures in school site analysis.

*Establishment of a school improvement incentives program.

*Integration of the planning and budgeting processes with the school center as the primary planning unit.

The Polk County School Improvement Project (SIP) has therefore the following specific objectives:

1. To provide training to the district cadre in organizational development and on site school analysis.
2. To develop and test a model for school-focused improvements at elementary, junior high/middle, and senior high schools.
3. To establish a model school improvement program that focuses on school improvement throughout the district.

Training

The twenty-one cadre members received training by consultants at monthly Friday night and all day Saturday sessions using organizational development problem solving techniques. Seven schools served as pilots for initial cadre training. Three of those schools served as pilots for further cadre training. These schools formed their own internal school improvement team together with a district cadre member who was responsible for conducting monthly training activities. A minimum of 20 hours per month was set aside for projects and training in school improvement. Cadre members not involved in consulting and training at the pilot schools continued with their monthly training sessions. The school improvement cadre team members training included school site analysis, a school improvement process model that combines systematic data collection and documentation with a problem-solving approach consisting of initiation, verification, problem-solving, implementation, and evaluation. That process is a major vehicle by which school staff and cadre team members collaborate.

The initial training continued into 1986-87 and Polk County has continued an ongoing collaboration with university consultants to train cadre members to function as consultants to the schools in Polk County. The original cadre added an additional five to seven new members in 1987-88. Their training has been undertaken at the schools by members of the School Improvement Project cadre. The

current school year's focus has been to get the cadre members into the schools. Since 1986-87, cadre members have conducted or participated in several training workshops throughout Polk County. By 1987-88, the Polk County Public School District had formed five school improvement teams led by members of the district cadre whose role is consultation and training.

Schenley High School Teacher Center Cadre - Pittsburgh

Contact People:
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Judy Brant
Bob McMurray

Stimulated by their attendance at the 1988 organizational development conference in Eugene, the staff of the Schenley high school teachers center has begun to form an organization development cadre. Each school served by the Schenley high school teachers center already has a facilitator to represent it. Those facilitators, together with staff at the Schenley high school teachers center, will come together to form their organization development cadre.

The cadre will be an interdisciplinary team which will work to develop mentoring, counseling, self-esteem, and social skills programs. A budget of $20,000 has been requested from their school district to help with research and development and training of the facilitators cadre.

The team of facilitators has begun a series of training sessions using organization development techniques such as the STP method for problem solving. It is also working on team building exercises and group process skills.

Conclusion

With change continuing to be in the forefront of education, the need for help with organization development continues to mount. Quite a few school districts have been attempting to integrate their efforts at school improvement with the concepts and techniques of organization development. Some of them, as indicated above, have approached the problem of continuous change with the help of an internal cadre of peers who, part of the time, offer OD services to their school districts. We at the University of Oregon's Center on OD in Schools will continue to study efforts at building such cadres and stand ready to help other school districts to build their own OD cadres.